

Geography GCSE Curriculum Overview 2019/20

GCSE Geography Topic Order	September Y10-11	September Y11	Order of workbook production	Each topic includes:
1a. Global Hazards-Weather	5. Urban Futures	4. Sustaining Ecosystems	3. Distinctive Landscapes- Done	Front sheet with specification
1b. Global Hazards-Tectonics	2. Changing Climate	6. Dynamic Development	2. Changing Climate- Done	
2. Changing Climate	4. Sustaining Ecosystems	8. Resource Reliance	5. Urban Futures- AGR?	Knowledge organiser Workbook lessons in phases
3. Distinctive Landscapes	3. Distinctive Landscapes	1a. Global Hazards-Weather	4. Sustaining Ecosystems- CBN	
4. Sustaining Ecosystems	6. Dynamic Development	9. Decision Making Practice- WTMs	6. Dynamic Development- CBN	Self assessment checklist
5. Urban Futures	8. Resource Reliance	7. UK in the 21st Century	8. Resource Reliance- CBN	
6. Dynamic Development	1a. Global Hazards-Weather	5. Urban Futures	1a. Global Hazards- Weather- CBN	End of topic exam
7. UK in the 21st Century	1b. Global Hazards-Tectonics	1b. Global Hazards-Tectonics	9. Decision Making Practice- WTMs- CBN	
8. Resource Reliance	7. UK in the 21st Century	3. Distinctive Landscapes	1b. Global Hazards- Tectonics- CBN	WAGOLL and WCOS
9. Decision Making Practice	9. Decision Making Practice-WTMs	2. Changing Climate	7. UK in the 21st Century- CBN	
	Revision	Walking Talking Mocks		

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<u>School term dates</u>	<u>September 2019 Y10</u>	<u>September 2020 Y11</u>	<u>September 2019 Y11</u>
<u>Autumn 1</u>	5. Urban Futures 2. Changing Climate	1b. Global Hazards- Tectonics • FIELDWORK	4. Sustaining Ecosystems • FIELDWORK
<u>Autumn 2</u>	4. Sustaining Ecosystems	7. UK in the 21st Century 9. Decision Making Practice- Ghana, South Downs, Rio WTMs	6. Dynamic Development 8. Resource Reliance
<u>Spring 1</u>	3. Distinctive Landscapes	Revision	1a. Global Hazards- Weather
<u>Spring 2</u>	6. Dynamic Development	Revision	9. Decision Making Practice- Ghana, South Downs, Rio WTMs
<u>Summer 1</u>	8. Resource Reliance	Revision	Revision
<u>Summer 2</u>	1a. Global Hazards- Weather		
Revision			

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>1b. Global Hazards-Tectonics</u></p> <p>1.2. How do plate tectonics shape our world?</p>	<p>What processes occur at plate boundaries?</p> <p>How can tectonic movement be hazardous?</p> <p>How does technology have the potential to save lives in hazard zones?</p>	<p>What is the structure of the Earth and how is it linked to the processes of plate tectonics including convection currents?</p> <p>What processes take place at constructive, destructive, conservative and collision plate boundaries as well as hotspots?</p> <p>How does the movement of tectonic plates cause earthquakes, including shallow and deep focus, and volcanoes, including shield and composite?</p> <p>A case study of a tectonic event that has been hazardous for people, including specific causes, consequences of and responses to the event.</p> <p>How have technological developments improved impact mitigation (such as building design, prediction, early warning systems) in areas prone to a tectonic hazard of your choice?</p>	<p>Describe what a hot spot is (2) (2015) AO1</p> <p>Using a GIS map showing earthquake hazard distribution, describe the pattern of earthquake distribution (4) (2015) AO2</p> <p>Explain how effective two responses were to the tectonic event (4) (2017) AO1</p> <p>Assess the technological developments used to mitigate the impacts of a tectonic hazard (8) (2018) AO4 TFP</p> <p>TFP- End of topic test</p>	<p>EPW P12</p> <p>EPW P13</p> <p>EPW P14-15</p> <p>EPW P16</p> <p>EPW P17</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>2. Changing Climate</u></p> <p>2.1. What evidence is there to suggest climate change is a natural process?</p>	<p>What evidence is there for climate change?</p> <p>Is climate change a natural process?</p> <p>Why is climate change a global issue?</p>	<p>How has the climate changed from the beginning of the Quaternary period to the present day?</p> <p>Explain range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.</p> <p>What are the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.</p> <p>What is the natural greenhouse effect and what impact do humans have on the atmosphere, including the enhanced greenhouse effect?</p> <p>Explain the social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events (in the 21st century).</p> <p>Explain the social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry (in the 21st century)</p>	<p>Compare the reliability of two sources of evidence of climate change (4) (2015) AO2</p> <p>Explain how a painting of a frozen River Thames could be used as evidence for climate change (2) (2018) AO1</p> <p>Explain using a graph how the theory of Milankovitch cycles is used as evidence for natural climate change (3) (2017) AO2</p> <p>Explain one impact of climate change for people (2) (2017) AO1</p> <p>'Climate Change will lead to negative environmental impacts.' Discuss (6) (2017) AO3 TFP</p> <p>Suggest why climate change is considered to be a global issue (6) (2018) AO3</p> <p>Assess whether the social impacts of climate change experienced in the UK in the 21st century are greater than the environmental impacts (8) (2015) AO4</p> <p>TFP- End of topic test</p>	<p>EPW P18</p> <p>EPW P19</p> <p>EPW P20</p> <p>EPW P21</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>3. Distinctive Landscapes</u></p> <p>3.1. What makes a landscape distinctive?</p> <p>3.2. What influences the landscapes of the UK?</p>	<p>What is a landscape?</p> <p>Where are the physical landscapes of the UK?</p> <p>What physical processes shape landscapes?</p> <p>What are the characteristics of your chosen landscapes?</p>	<p>How can a landscape be defined, including the differences between built and natural landscapes?</p> <p>Explain the location of upland, lowland and glaciated landscapes in the UK.</p> <p>What characteristics make these landscapes distinctive including their geology, climate and human activity?</p> <p>What geomorphic processes are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition?</p> <p>Explain the formation of coastal landforms including headlands, bays , cave, arch, stack, beach and spit.</p> <p>Explain the formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake.</p> <p>Case study of two landscapes in the UK, one coastal landscape and one river basin, to include the study of: its landforms created by geomorphic processes the geomorphic processes operating at different scales and how they are influenced by geology and climate how human activity, including management, works in combination with geomorphic processes to impact the landscape.</p>	<p>Define the term landscape (1) (2017) AO1</p> <p>Describe the distribution of upland areas in the UK (3) (2018) AO2</p> <p>Explain the stages in the formation of an arch (3) (2015) AO1</p> <p>Explain how geomorphic processes have shaped your chosen coastal landscape (6) (2017) AO2</p> <p>Explain how human activity has influenced the geomorphic processes in this river basin landscape (6) (2015) AO3 TFP</p> <p>Discuss the influence of geology in the formation of river landforms within your chosen river basin (6) (2018) AO3/4</p> <p>TFP- End of topic test</p>	<p>EPW P22</p> <p>EPW P23-24</p> <p>EPW P25-26</p> <p>EPW P28-30</p> <p>EPW P27</p> <p>EPW P31</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>4. Sustaining Ecosystems</p> <p>4.1. Why are natural ecosystems important?</p> <p>4.2. Why should tropical rainforests matter to us?</p> <p>4.3. Is there more to polar environments than ice?</p>	<p>What are ecosystems?</p> <p>What biodiversity exists in tropical rainforests?</p> <p>Why are tropical rainforests being 'exploited' and how can this be managed sustainably?</p> <p>What is it like in Antarctica and the Arctic?</p> <p>How are humans seeking a sustainable solution for polar environments?</p>	<p>Explain the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals.</p> <p>What is the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts?</p> <p>Explain the climate, flora and fauna within these ecosystems.</p> <p>What are the distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle?</p> <p>Explain the interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests.</p> <p>Why are tropical rainforests so valuable (goods and services)?</p> <p>How do humans use the tropical rainforest (activities such as logging, mineral extraction, agriculture and tourism) and what are the impacts?</p> <p>A case study to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale.</p> <p>What are the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna?</p> <p>Explain the interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region.</p> <p>What are the impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation?</p> <p>A case study to examine one small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling.</p> <p>A case study to examine one global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty.</p>	<p>Describe the yearly temperature and rainfall patterns on the hot desert climate graph (2) (2015) AO1</p> <p>Describe the global distribution of temperate deciduous forest ecosystems (2) (2017) AO2</p> <p>Why are tropical rainforest soils considered to be amongst the poorest in the world? (3) (2018) AO1</p> <p>Describe how tropical rainforests provide valuable services (4) (2015) AO2</p> <p>Evaluate the effectiveness of one way in which an area of tropical rainforest you have studied is being sustainably managed (6) (2018) AO3 TFP</p> <p>Name two features of Arctic flora (2) (2018) AO1</p> <p>Evaluate the success of one small scale example of sustainable management in either the Arctic or Antarctic (6) (2015) AO4</p> <p>Evaluate the success of your chosen global example of sustainable management in the Antarctic or the Arctic (8) (2017) AO4</p> <p>TFP- End of topic test</p>	<p>EPW P32</p> <p>EPW P33, 35</p> <p>EPW P34, 36 EPW P38, 39</p> <p>EPW P37</p> <p>EPW P40-41</p> <p>EPW P42-43</p> <p>EPW P44</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>5. Urban Futures</u></p> <p>5.1. Why do more than half the world's population live in urban areas?</p> <p>5.2. What are the challenges and opportunities for cities today?</p>	<p>How is the global pattern of urbanisation changing?</p> <p>What does rapid urbanisation mean for cities?</p> <p>What is life like for people in a city?</p> <p>How can cities become more sustainable?</p>	<p>How do urban growth rates vary in parts of the world with contrasting levels of development?</p> <p>How are the characteristics of world cities and megacities changing since 1950 (including distribution)?</p> <p>What are the causes of rapid urbanisation in LIDCs, including the push and pull factors of rural-urban migration and internal growth?</p> <p>What are the consequences of rapid urban growth in LIDCs?</p> <p>What are the causes and consequences of contrasting urban trends in ACs, including suburbanisation, counter-urbanisation and re-urbanisation?</p> <p>Case studies- One AC and one LIDC or EDC</p> <p>What are the city's location and importance within its region, the country, and the wider world?</p> <p>What is the pattern of national and international migration and how is this changing the growth and character of the city?</p> <p>How do ways of life vary in the city, such as culture, ethnicity, housing, leisure and consumption?</p> <p>Examine the contemporary challenges that affect life in the AC city, such as housing availability, transport provision, access to services and inequality.</p> <p>Examine the contemporary challenges that affect life in the LIDC or EDC city, such as squatter settlements, informal sector jobs, health or waste disposal.</p> <p>For each city examine/evaluate one initiative to make it more sustainable, such as use of brownfield sites, waste recycling and transport improvements.</p>	<p>Describe the pattern in predicted population change between 2001 and 2025 for cities in the EDCs shown in a table (3) (2015) AO2</p> <p>State two pull factors which cause rapid urbanisation in LIDCs (2) (2017) AO1</p> <p>Suggest two pull factors which may attract people to live in Halsnead (suburbs) (2) (2018) AO2</p> <p>State two causes of suburbanisation in ACs (2) (2018) AO1</p> <p>For an AC city you have studied, explain how international migration has changed the character of the city (6) (2018) AO3</p> <p>Examine how ways of life vary within one LIDC or EDC city (8) (2015) AO4 TFP</p> <p>For an AC city you have studied, explain how one contemporary challenge affects life in the city (6) (2017) AO3</p>	<p>EPW P45-46</p> <p>EPW P47</p> <p>EPW P48-50</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>6. Dynamic Development</p> <p>6.1. Why are some countries richer than others?</p> <p>6.2. Are LIDCs likely to stay poor?</p>	<p>What is development and how can it be measured?</p> <p>What has led to uneven development?</p>	<p>Define 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. What is the global distribution of ACs, EDCs and LIDCs?</p> <p>What are the economic and social measures of development, such as GNI per capita and Human Development Index, and how can they illustrate the consequences of uneven development?</p> <p>What are the human and physical factors influencing global uneven development?</p> <p>What factors make it hard for countries to break out of poverty, including debt, trade and political unrest?</p>	<p>State and explain two economic measures of development used to classify countries (4) (2017) AO2</p> <p>Use one piece of evidence from a table to explain why Gabon is an EDC (3) (2018) AO2</p> <p>Using the IMF country classifications for North and South America, describe the pattern of development by country classifications (3) (2017) AO2</p>	<p>EPW P55</p> <p>EPW P54</p> <p>EPW P56</p> <p>EPW P57</p>
	<p>How has an LIDC developed so far?</p>	<p>How has the economic development of an LIDC, including influences of population, society, technology and politics, changed in the past 50 years, or post-independence?</p> <p>How effectively can Rostow's model help to determine the country's path of economic development?</p> <p>How successful has the LIDC been in achieving the relevant Millennium Development Goals?</p> <p>How has the LIDC's wider political, social and environmental context affected its development?</p>	<p>For an LIDC you have studied, suggest which stage of the Rostow Model it has reached and give reasons for your answer (4) (2015) AO2</p> <p>For an LIDC you have studied, evaluate how successful a development strategy has been (6) (2015) AO4</p>	<p>EPW 58</p> <p>EPW 59</p>
	<p>What global connections influence its development?</p>	<p>What are the country's international trade links, such as potential reliance on a single, or few, commodities and how does this influence development?</p> <p>What are the benefits and problems of trade and Trans National Company (TNC) investment for development?</p> <p>What are the advantages and disadvantages of international aid or debt relief for its development?</p>	<p>For an LIDC you have studied, assess how successful it has been in meeting two of the Millennium Development Goals (8) (2018) AO4 TFP</p>	<p>EPW P60</p>
	<p>What development strategy is most appropriate?</p>	<p>Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country.</p>	<p>For a LIDC you have studied, to what extent has international aid or debt relief helped its development? (6) (2017) AO3</p> <p>What type of development strategy is the Three Gorges Dam an example of? (1) (2015)</p>	<p>EPW P61</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>8. Resource Reliance</u></p> <p>8.1. Will we run out of natural resources?</p> <p>8.2. Can we feed nine billion people by 2050?</p>	<p>How has increasing demand for resources affected our planet?</p> <p>What does it mean to be food secure?</p> <p>How can countries ensure their food security?</p> <p>How sustainable are these strategies?</p>	<p>Explain the factors leading to demand outstripping supply of food, energy and water.</p> <p>How are environments and ecosystems used and modified by humans including:</p> <ul style="list-style-type: none"> • mechanisation of farming and commercial fishing to provide food • deforestation and mining to provide energy • reservoirs and water transfer schemes to provide water. <p>What is 'food security' and what human and physical factors which influence this?</p> <p>How are world patterns of access to food illustrated, such as the world hunger index and average daily calorie consumption?</p> <p>What are the differences between Malthusian and Boserupian theories about the relationship between population and food supply?</p> <p>Case study of attempts to achieve food security in one country to include:</p> <ul style="list-style-type: none"> • Investigation of statistics relating to food consumption and availability over time. <p>Examine the success of one attempt in helping achieve food security at a local scale such as food banks, urban gardens and allotments.</p> <p>Examine the effectiveness of one past and one present attempt to achieve food security at a national scale such as global food trade, GM crops, 'The Green Revolution' and food production methods.</p> <p>Examine the environmental, economic and social sustainability of attempts to achieve food security, in relation to:</p> <ul style="list-style-type: none"> • ethical consumerism, such as fairly traded goods and food waste • food production, such as organic methods and intensive farming • technological developments, such as GM crops and hydroponics • small scale 'bottom up' approaches, such as urban gardens and permaculture. 	<p>Discuss the message about population and food supply shown by the cartoon (3) (2017) AO3</p> <p>Explain how mining can affect ecosystems (3) (2018) AO2</p> <p>Describe what it means for a person to be food secure (2) (2015) AO1</p> <p>Describe the pattern for countries with the lowest level of food security risk (3) (2018) AO2</p> <p>For a country you have studied, explain how food security is achieved by one method at a local scale (6) (2018) AO1</p> <p>Assess how far food security has been achieved at a local scale in your chosen country (8) (2017) AO3 TFP</p> <p>Explain how effective one attempt to achieve food security at a national scale has been (4) (2015) AO2</p> <p>Evaluate the success of one technological strategy to sustainably improve food security (6) (2015) AO4</p> <p>TFP- End of topic test</p>	<p>EPW P71</p> <p>EPW P72-73</p> <p>EPW P74</p> <p>EPW P75</p> <p>EPW P79</p> <p>EPW P78</p> <p>EPW P76-77</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>9.</u> <u>Decision making practice</u></p>	<p><u>Ghana:</u> Sustainable development; Why is Ghana an LIDC and how will it develop in the future?</p>	<p>Where is Ghana located?</p> <p>What are the human and physical characteristics?</p> <p>Why does life expectancy vary throughout the country?</p> <p>What makes it an LIDC?</p> <p>Why is Kakum National Park important to local people?</p> <p>Why does food security vary?</p> <p>How can the issues be solved?</p>	<p>'The physical geography of Ghana causes its pattern of food security.' To what extent do you agree with this statement? (12) (2015) AO4</p> <p>Using the newspaper extract and own understanding, evaluate the impacts of human activity on Ghana's rainforest (6) (2015) AO3</p> <p>Ghana is an LIDC. Write a brief report on Ghana's current economic development and decide on a strategy to help Ghana continue its development, please include;</p> <p>1. Outline Ghana's current level of development including its successes and challenges.</p> <p>2 Propose one strategy which would allow Ghana to develop further and justify how this strategy would be able to increase development. (12) (2015) AO4</p> <p>TFP- Practice exam paper</p>	<p>Complete the practice paper</p> <p>Complete the NTG</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>9. Decision making practice</u></p>	<p><u>South Downs National Park:</u></p> <p>Sustainable development: Why is the South Downs an area of water deficit and what does the future have in store and why?</p>	<p>Where is it located?</p> <p>What are the natural and human features?</p> <p>What is the population?</p> <p>Why is the landscape distinctive?</p> <p>Why is the area suitable for a reservoir?</p> <p>Why are there housing shortages in the area?</p> <p>Why is there water stress in the area?</p> <p>How can it be solved?</p>	<p>‘Reservoirs are a successful strategy for dealing with water stress.’ To what extent do you agree with this statement? (12) (2017) AO4</p> <p>Polegate, East Sussex, borders the South Downs National Park and the water for the town is supplied by Arlington Reservoir. Discuss the potential impact of the new developments on ways of life in Polegate (6) (2017) AO3</p> <p>Increasing demand for resources is affecting the South East of England in the 21st century;</p> <p>1. Assess whether the challenges of housing and water supply have been met so far by the authorities in South East England.</p> <p>2. Propose and justify one initiative or idea that could be considered to make living in South East England more sustainable for the future. (12) (2017) AO4</p> <p>TFP- Practice exam paper</p>	<p>Complete the practice paper</p> <p>Complete the NTG</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p><u>9. Decision making practice</u></p>	<p><u>Rio De Janeiro:</u> Sustainable development in Rio De Janeiro- Favelas or coastal protection?</p>	<p>Where is it located?</p> <p>What are the human and natural features?</p> <p>How effective are hard and soft coastal protection methods?</p> <p>How is the population changing?</p> <p>Why is it a World City?</p> <p>Why is it urbanising rapidly?</p> <p>What challenges do the favelas face?</p> <p>How can the issues be solved?</p>	<p>Using figures and your own understanding, explain how challenges in the city of Rio de Janeiro affect the coastal landscape (12) (2018) AO4</p> <p>Explain why Rio de Janeiro has experienced rapid urban growth (6) (2018) AO3</p> <p>Assess the contemporary challenges created by the inequality within Botafogo (6) (2018) AO4</p> <p>Rio de Janeiro is facing many challenges, both physical and human, and, the city now has a very limited budget;</p> <p>1. Examine whether you think that Rio de Janeiro should prioritise coastal management or improving the squatter settlements (favelas) over the next 10 years?</p> <p>2. Suggest how your decision could lead to long-term sustainability for the city. (12) (2018) AO4</p> <p>TFP- Practice exam paper</p>	<p>Complete the practice paper</p> <p>Complete the NTG</p> <p>EPW P80-85</p>

Topic	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<u>FIELDWORK</u>				EPW P86-93

2a. Overview of GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)

Learners must complete all components: 01, 02 and 03 to be awarded the OCR GCSE (9–1) in Geography B (Geography for Enquiring Minds).

Content Overview	Assessment Overview	
<ul style="list-style-type: none">Global HazardsChanging ClimateDistinctive LandscapesSustaining Ecosystems FieldworkGeographical Skills	Our Natural World (01) 70 Marks 1 hour 15 minutes written paper	35% of total GCSE
<ul style="list-style-type: none">Urban FuturesDynamic DevelopmentUK in the 21st CenturyResource Reliance FieldworkGeographical Skills	People and Society (02) 70 Marks 1 hour 15 minutes written paper	35% of total GCSE
<ul style="list-style-type: none">Geographical Skills Decision Making Exercise	Geographical Exploration (03)* 60 Marks 1 hour 30 minutes written paper	30% of total GCSE

* Indicates inclusion of synoptic assessment.

	Assessment Objective
AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.
AO2	Demonstrate geographical understanding of: <ul style="list-style-type: none">• Concepts and how they are used in relation to places, environments and processes.• The inter-relationship between places, environments and processes
AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

AO weightings in OCR GCSE (9–1) Geography B (Geography for Enquiring Minds)

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Geography B (Geography for Enquiring Minds) (J384)			
	AO1	AO2	AO3	AO4
Our Natural World (J384/01)	7.5	7.5	11.5	9
People and Society (J384/02)	7.5	7.5	11.5	9
Geographical Exploration (J384/03)	0	10	12	7
Total	15	25	35	25

5e. Glossary of terms from the specification content

Advanced countries (AC)	Countries which share a number of important economic development characteristics including well-developed financial markets, high degrees of financial intermediation and diversified economic structures with rapidly growing service sectors. 'ACs' are as classified by the IMF.
Emerging and developing countries (EDC)	Countries which neither share all the economic development characteristics required to be advanced or are eligible for the Poverty Reduction and Growth Trust. 'EDCs' are as classified by the IMF.
Low-income developing countries (LIDC)	Countries which are eligible for the Poverty Reduction and Growth Trust (PRGT) from the IMF. 'LIDCs' are as classified by the IMF.
Geographical Information System (GIS)	A digital system for capturing, storing, checking and displaying data related to positions on the Earth's surface. GIS can show many different kinds of data on one map, such as streets, buildings, and vegetation. These additional layers enable people to more easily see, analyse and understand patterns and relationships.
Local scale	A local scale can be either local to the learner or another small-scale location.
Regional scale	A region is an area of land that has common features. These features can be artificial such as dialect, language, religion, industry or administrative boundaries. Features can also be natural such as climate or landscape.
Economic Hub	A place that is considered to be a focal point for the economy of its area. This could be a particular part of a city (e.g. London's financial district), a town or city (e.g. Manchester) or a region (e.g. Silicon Fen, Cambridge).
Outline	A general description indicating the essential features.
Summary	An account of the key points.
Consider	Look attentively at.
Examine	Inspect thoroughly.
Investigate	Search or examination into the particulars of.
Explore	Detailed inquiry into.